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ABSTRACT

To accommodate the complex needs of a large multi-campus district, the planning process used by Pima Community College in Arizona has five primary characteristics: planning is ongoing; it links strategic and program planning with budgeting and resource development; it is interactive among campuses; campus and district-level planning address master planning dimensions; and the chancellor's cabinet is the central planning team. The primary elements of the strategic planning phase of college planning are environmental scanning, identification of core values, college and campus mission assessments, indicators of success, planning assumptions, organization assessments, synthesis of strategic assessments and priorities to form strategic traveling directions. The College and campus master plans each contain five main elements; i.e., college mission review, planning review, planning and environmental assumptions, strategic directions and priorities, and implementation plans. Campus planning is the responsibility of the provost, working in conjunction with campus planning teams. Central support planning is the responsibility of the vice chancellor's cabinet, while college planning coordination is the responsibility of the chancellor's cabinet. Effective planning coordination contributes to overall institutional effectiveness as well as good strategic planning. Each year the college reviews the results of college plans and the effectiveness of the planning processes. Information on planning resources, the planning calendar, a college master plan outline, a glossary of terms, and a chart illustrating strategic planning, budgeting, and planning evaluation linkages are included. (KP)

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Planning Guidelines and Evaluation

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PimaCountyCommunityCollegeDistrict

Institutional Effectiveness Series : 6

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Table of Contents

Philosophy and Approach 2

The College Planning Process 3

Figure 1. Elements of Strategic Planning 4

Figure 2. Elements of College and Campus Master Plans 5

Figure 3. PCC Planning Process: Division of Tasks 6

Campus Planning 7

Central Support Planning 7

College Planning Coordination 7

Figure 4. PCC Planning Process: College Coordination 8

Planning Coordination for Institutional Effectiveness 9

Planning Evaluation 9

Planning Infrastructure and Planning Processes 9

Planning Resources 10

Planning Calendar 11

Figure 5. PCC College Planning Calendar 11

Appendix A: College Master Plan Outline 12

Appendix B: Glossary of Planning Terms 13

Appendix C: Strategic Planning, Budgeting, and Planning Evaluation Linkages 15

Planning Guidelines and Evaluation

Philosophy and Approach

Throughout its history, Pima Community College has looked to the community's future. Continuing its original mission to expand educational opportunities, the College has adopted a *strategic planning* approach. Strategic planning enables the College to effectively position itself within an ever-changing environment and to efficiently target its limited resources to best serve the demands of growing student enrollments. Recognizing the historic social, political, technological, and economic changes taking place today, the College incorporates the implications of these trends and opportunities in planning the College's programs and supporting services.

Strategic planning is the essential College activity which focuses on future organizational survival. This occurs in two different stages. The first involves gathering of data about strengths, weaknesses, threats, and opportunities. The second involves sorting out strategic directions and choosing to implement priority initiatives. The exercise of strategic planning contributes to continuous process improvement, creative teaching, quality services, overall institutional effectiveness, and high-performance teams engaged in ongoing organizational learning.

Planning has evolved at the College to meet the challenges of a multi-campus district serving the changing needs of a growing community. The structure of College planning mirrors the structure of shared governance in which faculty, staff, and administrators participate in advising the College's Administration and Board of Governors on matters of program policy and budgetary planning. Parallel to the College's campus-centered organizational structure, the planning process is decentralized, yet integrated, to form a unified College Plan.

The College Planning Process

Planning emanates from the College mission. Strategic planning is created and re-created out of the College's fundamental relationship to its mission.

The College's mission brings together the distinctive campuses and central support functions of the District. The mission establishes the identity, vision, and central purpose of the College. Developing the College mission is a community process shaped by core values and decisions about *who* the College's customers and stakeholders are; which of their *needs* the College will serve; and *how* the College will go about meeting those needs. The College periodically reassesses its mission based on changing societal conditions and the needs of its stakeholders. The College enlists representative community leaders to assist in redefining its mission and determining appropriate indicators of mission success.

To accommodate the complex needs of a large multi-campus district, the College planning process has five primary characteristics:

1) College planning is ongoing and therefore has no real beginning or end.

2) College planning links together strategic and program planning with budgeting and resource development.

3) College planning is interactive among campuses and between campuses and the district. It is both bottom-up and top-down.

4) Both campus and district-level planning address strategic and operational (master) planning dimensions.

5) The Chancellor's Cabinet is the central planning team which ties together campus, inter-campus, and district initiatives and which links the planning process with the budgeting process.

The *strategic phase* of College planning takes place at both the campus and district levels. The strategic dimensions include the following:

1) Involving stakeholders and customers of the College in clarifying core values and in assessing the College's mission.

2) Scanning present and future conditions, trends, and events in the College's environments which may affect the College's activities. Developing implications of those trends.

3) Reviewing and evaluating ongoing assessments of organizational performance and institutional effectiveness.

4) Identifying College/campus planning assumptions including enrollment projections, revenue projections, service area demographics, business trends, and area high school and university trends.

5) Analyzing distinctive College/campus strengths and opportunities. Analyzing organizational threats and vulnerabilities.

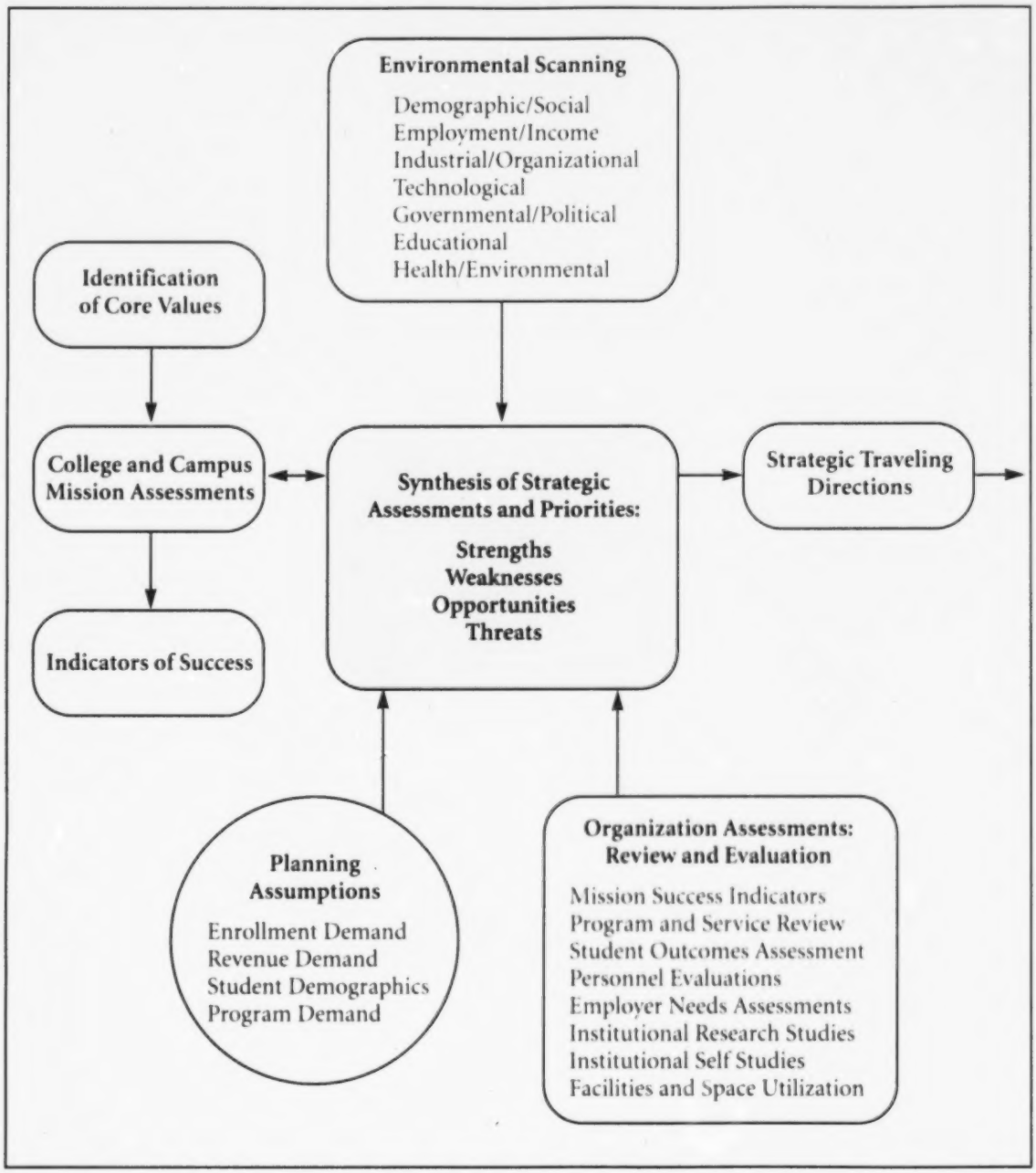
6) Linking the strengths of the College/campuses to anticipated trends and opportunities in the organization's environments.

7) Developing strategic traveling directions and priorities which focus on the most important initiatives to pursue in campus and institutional support planning.

8) Identifying budgetary resources for the resulting strategic traveling directions and priorities.

9) Developing a manageable and sufficient set of quantifiable indicators of success. These indicators provide the guidelines for what should be measured to estimate how well the College or campus is doing with respect to its mission and set of strategic directions and priorities.

The primary elements of the strategic planning phase of College planning are represented in Figure 1.



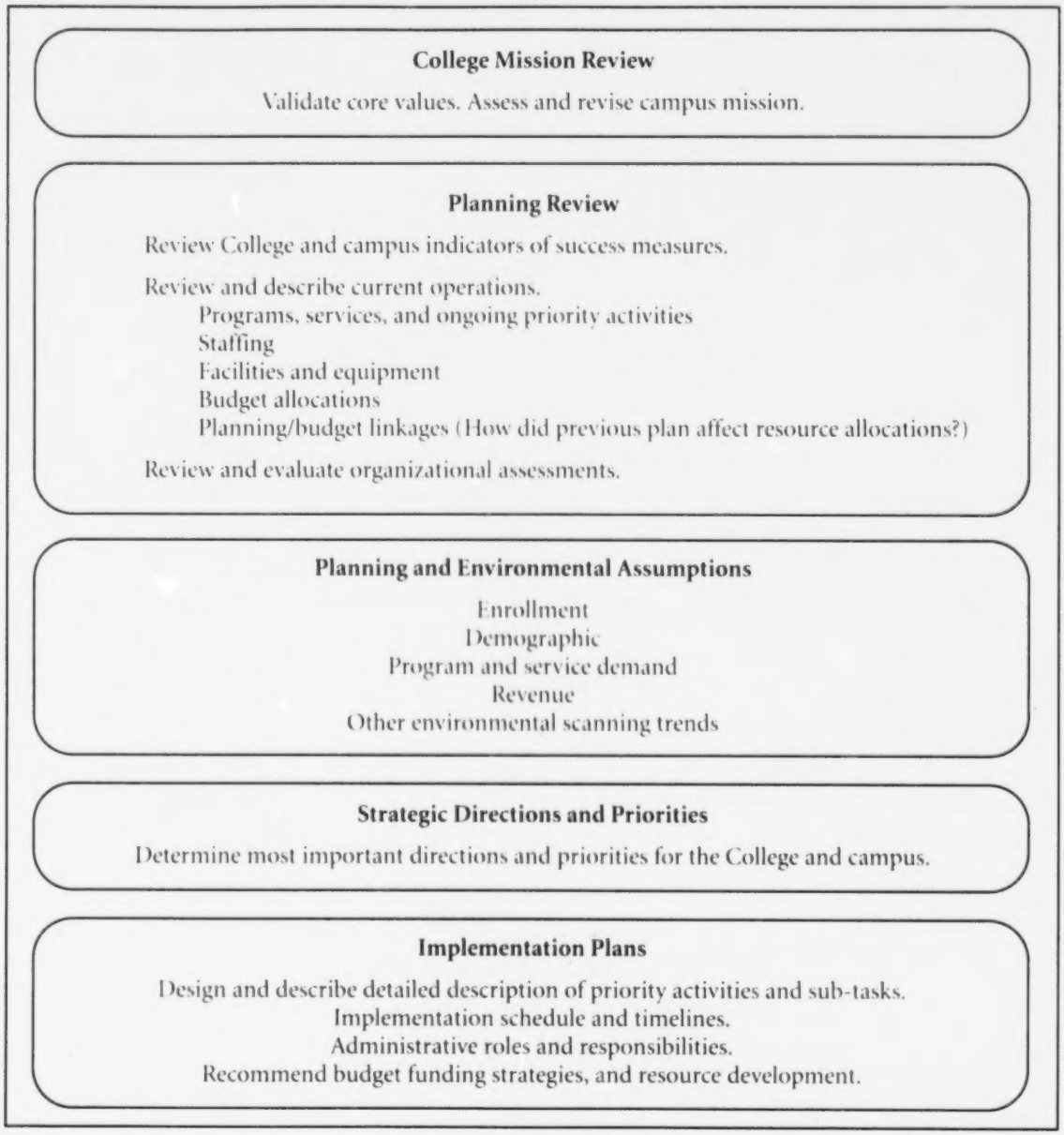
Elements of Strategic Planning

Figure 1.

6

After the strategic planning phase is completed, the *master planning* process then operationalizes the strategic plan. The master planning process, at both the campus and College levels, results in a detailed set of priority action plans. These critical initiatives serve as a road map to implement the strategic plan.

The College and campus master plans each contain five main elements. The first four elements are developed in the strategic planning phase. The fifth element includes the implementation plans for the priority activities. The five master plan elements are shown in Figure 2.


College Mission Review
Validate core values. Assess and revise campus mission.
Planning Review
Review College and campus indicators of success measures.
Review and describe current operations.
Programs, services, and ongoing priority activities
Staffing
Facilities and equipment
Budget allocations
Planning/budget linkages (How did previous plan affect resource allocations?)
Review and evaluate organizational assessments.
Planning and Environmental Assumptions
Enrollment
Demographic
Program and service demand
Revenue
Other environmental scanning trends
Strategic Directions and Priorities
Determine most important directions and priorities for the College and campus.
Implementation Plans
Design and describe detailed description of priority activities and sub-tasks.
Implementation schedule and timelines.
Administrative roles and responsibilities.
Recommend budget funding strategies, and resource development.

Elements of College and Campus Master Plans

Figure 2.

While strategic planning and master planning involve some common processes and procedures, most planning takes place in the countless encounters, analyses, and meetings of the ordinary workday. Formal planning processes are required mainly to capture, organize, and synthesize the products of these informal processes. Formal planning processes also provide a periodic means to reassess whether existing College plans reflect the best standards by which to measure the College's performance. Broad participation in the formal planning process ensures sufficient data gathering and discussion about strategic issues including innovation, risk-taking, and resource development.

The three areas of focus in College planning divide the tasks and responsibilities among the Provosts, the Vice Chancellor's Cabinet, and the Office of the Chancellor. Figure 3 represents these three areas.

Area of Focus	Responsibility	Key Tasks	Timing
Campus	Provost	• Strategic/master planning dimensions • Distinctive campus mission • Campus strategic directions and priorities	January through September
Central Support Plans	Vice Chancellor's Cabinet	• Support College strategic directions and campus plans • Coordinate central office plans and campuses • Assist in development of College Master Plan	March through October
The College Plan	Chancellor's Cabinet	• Strategic/master planning dimensions • College mission • College strategic directions and priorities • Synthesis and summary of campus and central support plans	January through January

PCC Planning Process: Division of Tasks

Figure 3.

Campus Planning

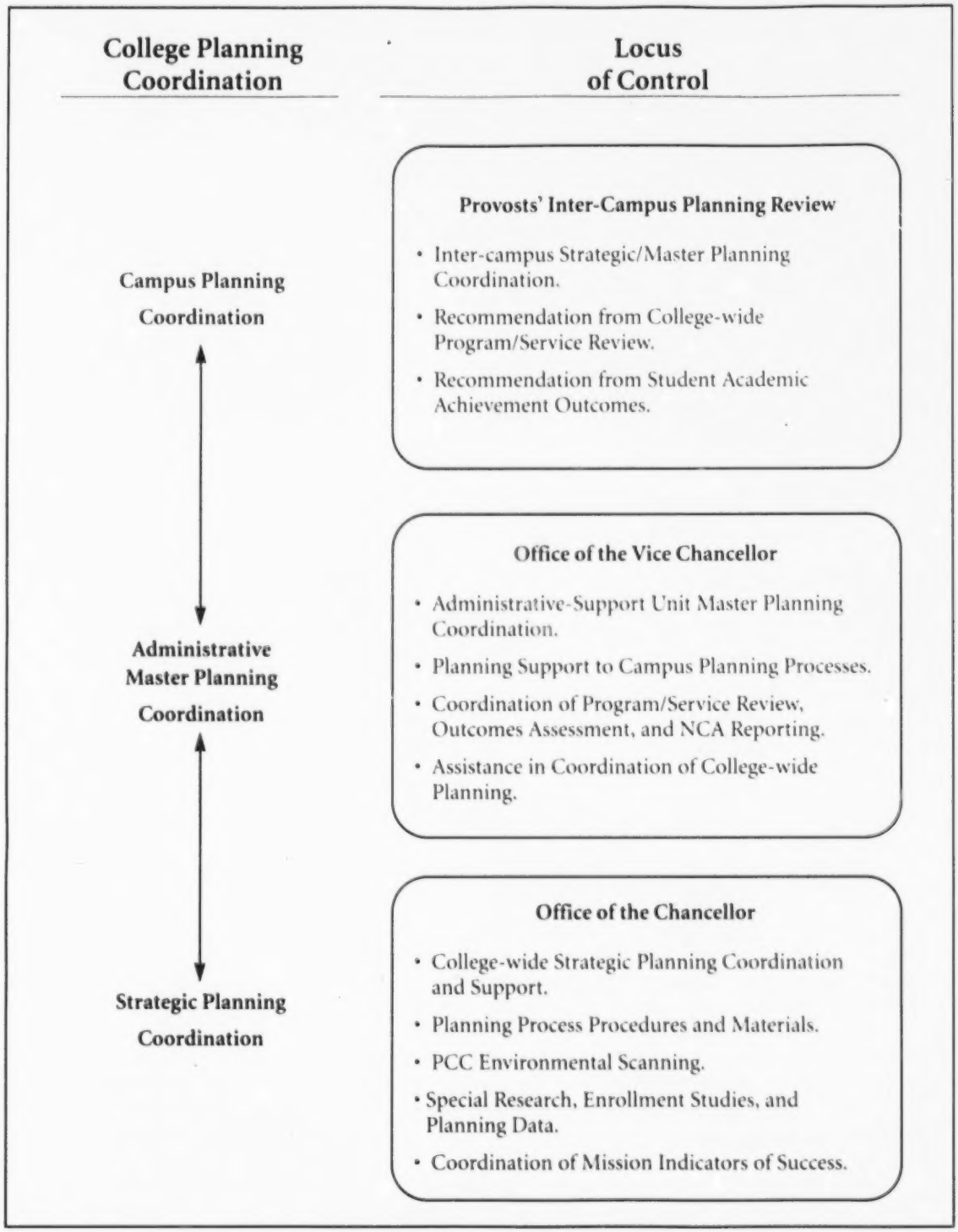
Campus planning teams conduct strategic planning processes before developing five-year campus master plans. This includes validation of core values; campus mission assessment; campus environmental scanning; campus-based assessments of programs, services, personnel, financial resources, and student outcomes; assessment of campus strengths and opportunities; and campus strategic traveling directions and priorities. Campus master planning focuses on the future programs and services of each respective campus. In the planning process, each campus coordinates with all other campuses to effect the best College-wide allocation of educational resources for the benefit of the entire community. This coordination takes place through meetings of the Chancellor's Cabinet, the deans of instruction, and the deans of student development, as well as through other College committees and task forces. It is *critically important* that campus planners involve appropriate resource persons in the District Central Office at the earliest point in the master planning process. For example, Computer Services, Facilities, and Fiscal staffs are available for assistance to the campuses in early phase planning.

Central Support Planning

All district support units follow the same sequence as the campus strategic/master planning steps to develop and finalize institutional support plans. Typically, institutional support areas gather information about strategic issues, goals, and priorities from each campus during the campus planning process and develop a coordinated response. This linkage within the College planning cycle generally requires central support planning units to begin their respective strategic/master planning after the campuses have conducted their first planning steps but before they have produced their first draft plans. Central support units distribute reports on assessments, enrollment and facilities projections, and resource utilization and availability to the campuses for use in planning.

College Planning Coordination

Planning coordination occurs on three distinct, yet inter-related levels. First, *inter-campus planning* review is coordinated by the Provosts. This involves both weekly discussion/review and periodic planning for major inter-campus issues and proposals. Second, *central support planning* is coordinated by the Vice Chancellor's Cabinet which includes the Assistant Vice-Chancellor areas and the functions of NCA reporting, student academic achievement outcomes, and Program and Service Review. Third, the Office of the Chancellor, including the Office of Research and Planning, supports *College-wide strategic/master planning* coordination. The Planning Office, in particular, provides planning materials and acts as a planning consultant assisting all College units as needed. In addition to publishing the finalized College Strategic and Master Plans, the Planning Office produces College planning guidelines and procedures, periodic PCC Environmental Scan reports, a quarterly planning newsletter, PCC enrollment studies, and other special research and planning data. The Planning Office also offers planning services to all campuses and College units including focus group facilitation, planning consulting, planning retreat presentations, and other special requests. Figure 4 shows the three levels of College planning coordination.


College Planning Coordination
Locus of Control
Campus Planning Coordination
Administrative Master Planning Coordination
Strategic Planning Coordination
Provosts' Inter-Campus Planning Review
• Inter-campus Strategic/Master Planning Coordination.
• Recommendation from College-wide Program/Service Review.
• Recommendation from Student Academic Achievement Outcomes.
Office of the Vice Chancellor
• Administrative-Support Unit Master Planning Coordination.
• Planning Support to Campus Planning Processes.
• Coordination of Program/Service Review, Outcomes Assessment, and NCA Reporting.
• Assistance in Coordination of College-wide Planning.
Office of the Chancellor
• College-wide Strategic Planning Coordination and Support.
• Planning Process Procedures and Materials.
• PCC Environmental Scanning.
• Special Research, Enrollment Studies, and Planning Data.
• Coordination of Mission Indicators of Success.

PCC Planning Process: College Coordination

Figure 4.

Planning Coordination for Institutional Effectiveness

Effective planning coordination contributes to overall institutional effectiveness as well as good strategic planning. A key element of strategic planning is the utilization and integration of organizational assessment activities into planning. Organizational assessments contribute important information to both the strategic and master planning phases of the planning process. The central support offices establish linkages with the campuses to provide the results of these assessment activities. The Office of the Vice Chancellor and the Research and Planning Office collect reports on Program and Service Review, personnel assessment and development, student outcomes assessment, institutional self-studies, facilities and space utilization, institutional research, community and business needs surveys, and other assessment activities. These strong interactive linkages between assessment and planning provide performance information needed to continuously improve institutional effectiveness.

Planning Evaluation

Each year the College reviews the results of College plans and evaluates the effectiveness of the College's planning processes. By holding the previous plan as the standard, each campus and central support planning unit reviews and audits planning outcomes. This occurs in two stages.

First, each campus and central support unit designs and administers its own planning evaluation. The campus/support unit may choose to use 1) survey research; 2) documentation of campus/support unit indicators of success; 3) planning evaluation focus groups; and 4) planning evaluation audits. Planning evaluation audits compare the plan and adopted budget specified with the activities and expenditures which actually occurred. (See Appendix C, *PCCCD Strategic Planning, Budgeting, and Planning Evaluation Linkages*). The Planning Office collects campus and central support unit planning evaluations and performs a "meta-analysis," or analysis summary. The resulting College planning evaluation shows the extent to which the campuses and support units followed through with both funding and staffing support for planned initiatives.

Second, a special Chancellor's administrative staff meeting reviews the previous College plans. This special planning evaluation meeting is held after the beginning of each annual planning cycle. The Planning Office provides participants at this event with College planning evaluation packets developed from the planning outcomes audits and the College planning evaluation meta-analyses.

Planning Infrastructure and Planning Processes

Every campus and administrative unit is different and may choose to tailor its planning process to the respective organizational culture, leadership styles, special strengths, as well as preferences for different approaches. The thread which weaves together the campuses, institutional support areas, and the unified College plan is the common set of strategic planning steps which link future programs, services, facilities, and technologies to the College's mission and vision. Each campus and central support unit may choose from a wide array of specific planning processes to achieve its objectives. These include but are not limited to the following:

- Townhalls, charrettes, planning workshops
- Task forces; select committees
- Campus planning teams
- Chancellor's and Vice Chancellor's Cabinet meetings
- Survey research
- Configured committees

- Scenario development
- White papers
- Focus groups
- Program and Services Review
- PCC Self-Studies
- Student academic achievement outcomes

Information on these processes is available from the Office of Research and Planning.

Planning Resources

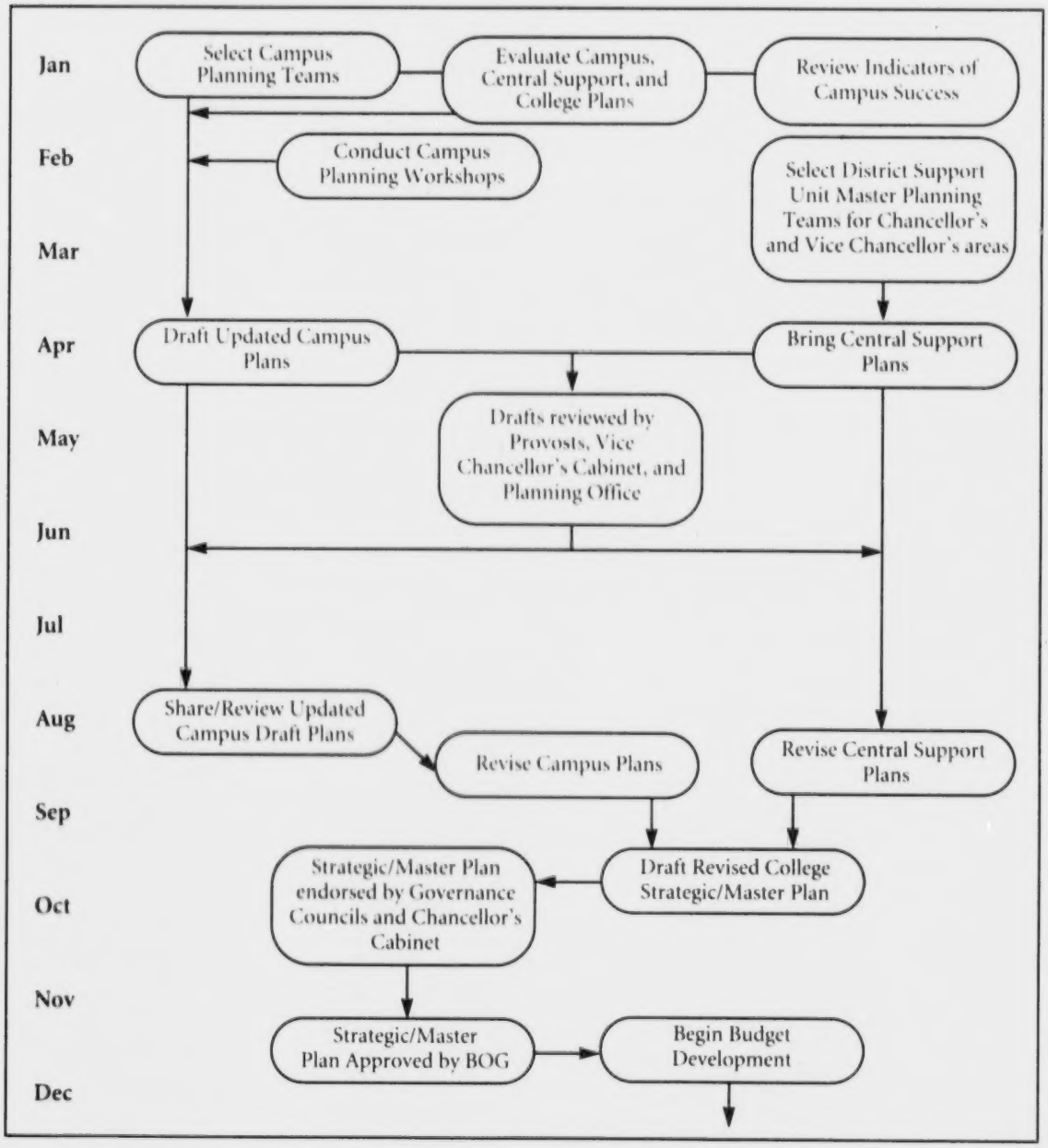
Participants in campus and College planning have access to a wide range of planning materials and resources. These include but are not limited to:

PCC Guidelines for College Planning
PCC Environmental Scan Reports
PCC College Master Plan 1992-97
PCC College Strategic Plan 1992-97
(Planning Resources continued)
PCC Budget Documents
PCC Factbooks
NCA Team Evaluations and Recommendations Report
NCA Follow-up Taskforce Report
PCC Goals and Values Inventory
Mission Success Indicators
PACE Report on PCC Working Environment
PCC Marketing Survey and Community Needs Assessment (in process)
PCC Business and Industry Needs Assessments (in process)
Chancellor's Goals List 1992/93
Program and Services Review Reports
Occupational and Job Trends reports
PCC Institutional Research Student Characteristics Reports
PCC Registration Reports
PCC Enrollment Projections
PCC Institutional Effectiveness Plan (in process)
PCC Planning Regulations and Procedures (in process)
U.S. Census Data
Planning Documents and Reports from the City of Tucson, Pima County, University of Arizona, and local school districts

Planning Calendar

The College Planning Office develops and publishes the College planning calendar each January preceding the annual College strategic/master planning review and update process. The annual planning cycle begins in January of each year and ends in January of the following year. The Board-approved Strategic/Master Plan revisions then provide guidance to the annual budget development process occurring each winter and spring. The College planning calendar outlines planning activity timelines for the

campuses as well as District committees, central support planning units, and governance councils for the entire annual planning cycle. The calendar indicates the times of initial engagement, major milestones, important linkages, and final products of the planning process. Figure 5 shows the typical steps in the annual College Planning Calendar.



PCC College Planning Calendar

Figure 5.

College Master Plan Outline

1. **Introduction**

2. **Institutional Vision, Mission, and Strategic Directions**

3. **Campus Master Plan (summaries)**
   Community Campus
   Downtown Campus
   East Campus
   Desert Vista Campus
   West Campus

4. **Office of the Vice Chancellor**
   Academic Affairs and
   Student Development
   Human Resource Management
   EEO/AA
   Information Services
   Administrative Services and Facilities
   Financial Management
   Economic Development

5. **Office of the Chancellor**
   Community Relations
   Marketing
   PCC Alumni
   Information Resource Management
   Computer Services
   Institutional Research
   Planning Office
   Institutional Support
   PCC Foundation
   Internal Auditor

Suggested Outline for Planning Unit Chapters

1. *Mission*

2. *Planning Review*
   Indicators of Success
   Review of Current Operations
   Organizational Assessments

3. *Planning Assumptions*
   Environmental Scanning
   Growth/Decline of Programs and Services
   Customer Demand

4. *Strategic Directions & Priorities*

5. *Implementation Plan*
   Priority Activities
   Funding Plans
   Budget Summary

Appendices: Campus & Central Support Unit Databases

Note: The recommended length of campus and District Central Office chapters (e.g., Academic Affairs) is approximately 5-10 pages.

Glossary of Planning Terms

Activity Plan: The format for describing and planning a strategic initiative, program, or activity. It includes:

1) The name of the activity.
2) The basis of the activity, referenced by the respective strategic traveling direction(s) and mission component(s).
3) Measurable intended outcomes of the activity.
4) Description of the program sub-activities and tasks.
5) A multi-year resource requirements budget for expenditures and revenues.
6) Other implications of activity: e.g., staff development recommendations.

Budget and Funding Assumptions: Each campus and district support unit's summary of *sources of revenues* and *destinations of expenditures* for the following components of the annual budget in each of the future years anticipated by the activity plan:

1) Continuation of current programs and services at current levels.
2) Program and service expansions.
3) Program and service reductions.
4) New programs, services, and initiatives.

Core Values: The select set of values which an institution must strategically safeguard in order to ensure institutional effectiveness and survival in the future. These are established through a consensus-building process among its stakeholders.

Description of Current Operations: The description of current operations provides a succinct organizational description and assessment of the current situation. This description may include narrative, statistical, and tabular data which may reflect the campus' or unit's strengths and weaknesses. It should address:

1) Programs and Services
2) Staffing
3) Facilities and Equipment
4) Budget Allocations

Environmental Scan: An ongoing process conducted by planning groups and the College Planning Office to identify the major factors and trends in the College's environments which are influencing current and future conditions. It is organized by four relevant environments: *internal* (PCC employees, Board members), *transactional* (PCC stakeholders and customers), and *local/state* and *national/global contextual environments* (major trends which influence PCC). The scan focuses on trends and issues in areas such as:

1) Population, demographics, and values
2) Employment and income
3) Technology
4) Economic, organizational, and industrial change
5) Education
6) Government/political affairs
7) Health and environment

The resulting matrix provides a basis for decisions about mission and program directions.

Evaluation Audit: Planning evaluation audits compare the activities and expenditures which actually occurred in the past operational cycle with what the plan and adopted budget for that year specified.

Indicators of Success: A set of quantitative criteria which *indicates* the degree to which a goal or performance standard is being successfully accomplished. For PCC, these indicators measure how well the College or campus is fulfilling its mission and they also provide a succinct way to report overall performance to the community.

Master Planning: The process of translating and developing the mission and strategic traveling directions of the College into priority activities, strategic initiatives, and five-year operational plans linked to budgeting requirements and funding sources.

Meta-Analysis: Summary analysis of a prior set of analyses or evaluations.

Mission Assessment: The College mission is shaped by the community's core values and decisions about *who* our customers will be, which of their *needs* we will serve, and *how* we will go about meeting those needs (i.e., what major techniques or approaches we will use). Because options regarding these three factors are continually changing, the College must regularly reassess and, possibly, restate its mission.

Participatory Planning: The opportunity for stakeholders such as students, faculty, staff, and business and community representatives to participate in the decision-making process involving the future of the College.

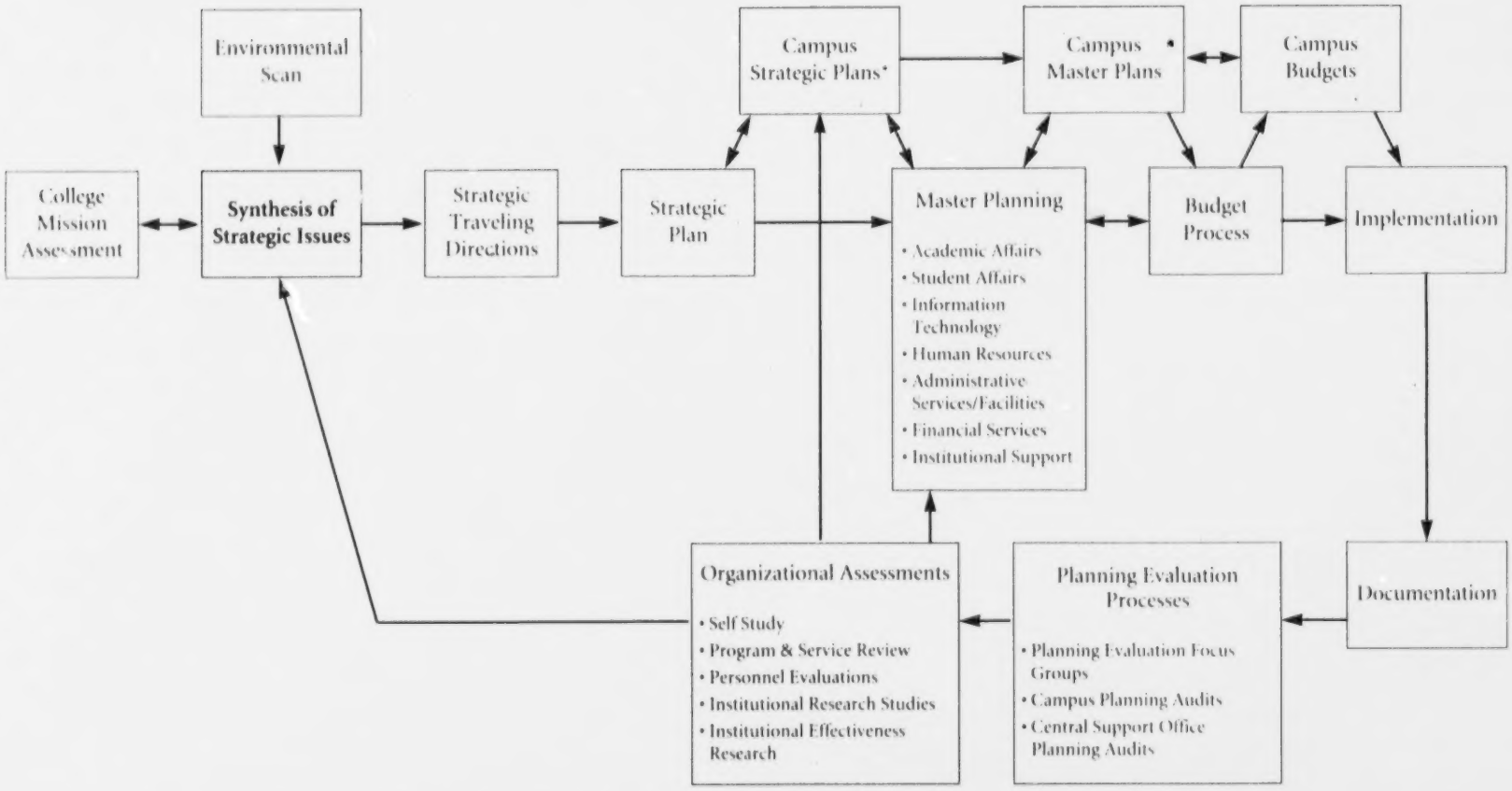
Organizational Assessments: College strategic planning draws on the full range of College assessment activities to develop accurate indicators of the institution's ongoing performance. These assessment activities include Program and Services Review, student outcomes assessment, personnel evaluations, Institutional Research assessments, Institutional Self-Studies, accreditation team recommendations, and Indicators of Mission Success.

Strategic Planning: A planning approach which begins by looking at factors *external* to the College which represent opportunities or threats and then makes decisions about strategic changes which will most effectively position the College within the education marketplace.

Strategic Traveling Directions: Priority directions toward which the College or campus will move. Strategic traveling directions result directly from matching 1) College mission, 2) environmental scan, and 3) organizational assessments in a process which identifies the College's strengths and opportunities.

Strengths and Opportunities Assessment: Building on proven strengths and responding to emerging opportunities to help the College establish strategic traveling directions.

Strategic Planning, Budgeting, and Planning Evaluation Linkages



* *Campus Strategic Planning replicates the sequence of District Strategic Planning*

Adapted from Robert C. Shirley, 3/11/91

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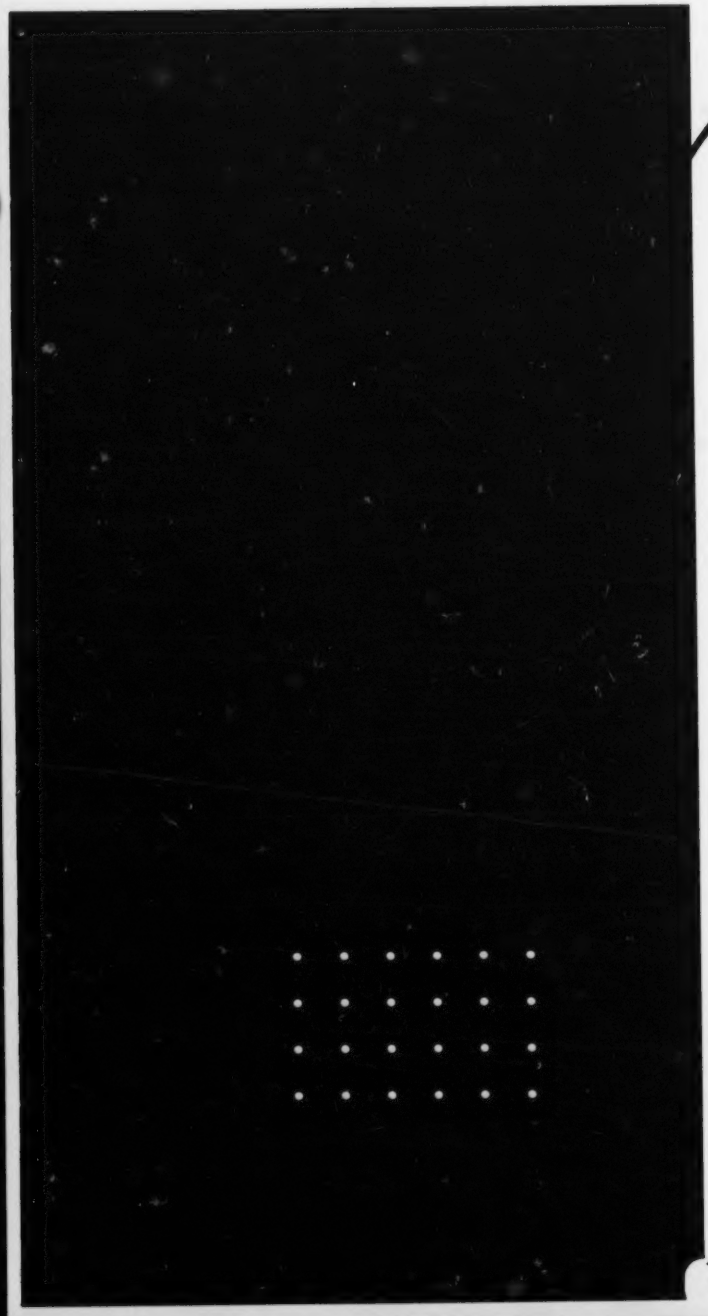

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